

Sri G. N. PUTTANNA.—Has it come to the notice of the Government that in spite of the warning given by the Deputy Commissioner of Tumkur District that jeeps should not be used by private persons, that order has been violated and the Deputy Commissioner has made a reference in this regard to Government to clarify the position?

ಶ್ರೀ ಎಚ್. ಸಿ. ಲಂಗಾರೆಡ್ಡಿ.—ಹಾಗಿದ್ದುಪಕ್ಷದಲ್ಲಿ ಅದನ್ನು ವಿಚಾರಿಸಿ ತಕ್ಕ ಬಂದೋಬಸ್ತನ್ನು ಮಾಡುತ್ತೇವೆ.

ಶ್ರೀ ಜಿ. ಎನ್. ಪುಟ್ಟಣ್ಣ.—ದೆಪ್ಯುಟಿ ಕಮಿಷನರಿಂದ ಈ ಬಗ್ಗೆ ಯಾವ ವಿಧವಾದ ಕಂಪ್ಲೇಂಟ್ ಇದುವರೆಗೂ ಬಂದಿಲ್ಲವೇ?

ಶ್ರೀ ಎಚ್. ಸಿ. ಲಂಗಾರೆಡ್ಡಿ.—ಬಂದಿಲ್ಲ, ಸ್ವಾಮಿ.

STRENGTH OF STUDENTS IN KANNADA, MARATHI AND URDU SCHOOLS RUN BY DISTRICT BOARD AT MANJE-ALNAVAR IN DHARWAR DISTRICT.

*Q.—984. Sri L. B. BIRJE (Khanapur).—

Will the Government be pleased to state :—

(a) the number of students in the Kannada, Marathi and Urdu Schools run by District Board at Manje-Alnavar in Dharwar District ;

(b) the number of men and lady teachers in each school ;

(c) the number of trained and untrained teachers among them ;

(d) whether the number of teachers provided is proportionate to the number of students in these schools, and if not, the reasons therefor ;

(e) whether it is a fact that proportionate number of men and women teachers have not been appointed in the Marathi School for Boys and Girls at Alnavar?

A.—Smt. GRACE TUCKER (Deputy Minister for Education).—

(a)—

(i) Kannada Boys' School	...	473
(ii) Marathi Boys' School	...	255
(iii) Urdu Boys' School	...	344

(b)	Men	Ladies	Total
(i) Kannada Boys' School	8	3	11
(ii) Marathi Boys' School	4	1	5
(iii) Urdu Boys' School	9	—	9

(c)	<i>Trained</i>		<i>Untrained</i>	
	<i>Men</i>	<i>Ladies.</i>	<i>Men</i>	<i>Ladies.</i>
(i) Kannada Boys' School	8	3	—	—
(ii) Marathi Boys' School	2	—	2	1
(iii) Urdu Boys' School	7	—	2	—

(d) and (e)—

The strength of teachers in the Kannada Boys' School and Marathi Boys' School is short by one each.

The strength of teachers in Urdu Boys' School is adequate.

Additional teachers for Kannada and Marathi Schools have not been provided on account of the problem of accommodation.

Sri V. S. PATIL.—May I know where these Kannada and Marathi boys' school are housed—whether in private buildings or Government buildings or in temples?

†Smt. GRACE TUCKER.—Kannada and Marathi Schools are in several types of buildings, chiefly temples and free buildings. There are very few rent paid buildings available.

Sri V. S. PATIL.—Is it not a fact that Kannada school is in the Government building and Marathi school is housed in a public temple and there is no scope for expanding the school?

Smt. GRACE TUCKER.—It may be true; I do not know the further details about the school buildings there.

Sri V. S. PATIL.—May I know why, while all the eleven Kannada teachers are trained, in Marathi there only two trained teachers out of five and is it not possible to give trained teachers to Marathi schools?

Smt. GRACE TUCKER.—While recruiting, they were not available. But, this year we will be able to provide more trained teachers.

Sri H. V. KOUJALGI.—Since how long these teachers to the Kannada schools and Marathi schools are not provided?

Smt. GRACE TUCKER.—From about 1958 onwards because of the ceiling having been reached with regard to the supply of teachers, we were not able to give any more. But now, again from 1960-61, we have released several teachers.

Sri V. S. PATIL.—Sir, may I know the student in the Marathi schools have not been allowed to join because of want of accommodation and for want of teachers? On both these grounds Marathi students are not allowed to join the schools?

Smt. GRACE TUCKER.—We are not aware of that. If that is the case, I think we should provide accommodation to see that boys are taken in immediately.

Sri V. S. PATIL.—(*Marathi*)

Sri B. D. JATTI (Chief Minister).—It is absolutely incorrect. He presumes unnecessarily, Sir.

Sri V. S. PATIL.—The thing is, so far as the Marathi boys are concerned, the average teacher-pupil ratio is given to be more than 50, while in the case of Kannada boys, it is only 43. When this disparity is there, why Marathi teachers are not being increased?

Sri B. D. JATTI.—There is no disability. If the number of pupils is more than 60, whether it is Marathi, Kannada or Urdu, necessarily one more teacher has to be given. There is no question of disparity at all. Urdu students may be in lesser number and Urdu students may be in greater number.

Sri L. B. BIRJE.—(*Marathi*).

Sri B. D. JATTI.—Government knows about it and Government is trying to supply the teachers. The only difficulty is supplying trained teachers. Recently Marathi training is also introduced in training colleges and if teachers are trained, we can supply them to the Marathi schools. Otherwise, we will supply raw-teachers if they desire.

Sri V. S. PATIL.—According to the ratio given out, there must be only 200 boys. But actually Marathi boys are 255. According to that ratio, one more teacher ought to have been given long before. Why is it not supplied, that is my question.

Sri B. D. JATTI.—That is the case not only for Marathi students, it is the case with Kannada students and Urdu students. If there is any difficulty in regard to supply of teachers, that difficulty is there for all, not merely for Marathi boys in particular.

Sri L. B. BIRJE.—(*Marathi*).

Sri B. D. JATTI.—Government is getting regular reports. It all depends upon the availability of trained teachers.

Sri B. D. JATTI.—Sir, every quarter we are getting reports from the D.E.O. and the D.D.P.I. and on that report Government is taking action.

Sri L. B. BIRJE.—(*Marathi*).

Sri B. D. JATTI.—That information is not available.

Sri L. B. BIRJE.—(*Marathi*).

Sri H. V. KOUJALGI.—Sir, will the Government introduce shift system in classes to avoid the difficulty about accommodation?

Smt. GRACE TUCKER.—That could be considered.
